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PHYSICAL EXERCISE.

DR. THAYER'S GYMNASRIC APPARATUS, BOYLSTON HALL, BOSTON.

WE are glad to see that a school has been opened for gymnastic exercises, at Boylston Hall, Washington street, in this city. The school is superintended by Dr. David Thayer, M. D., who deserves the thanks and patronage of the public for his enterprise in so good a cause. The spacious room occupied by Dr. Thayer has long been known to the public,—it having been used for concerts, lectures, and exhibitions of various kinds. It is one hundred feet in length, forty-six in width, with an arched ceiling from twenty to twenty-five feet in height, and of course contains nearly one hundred thousand cubic feet of space.

The two most grievous misfortunes of a city life are the privations of pure air and of sufficient room and accommodation for bodily exercise. In the country, every man may have, for his own, a column of air, acres broad at the bottom, reaching above the clouds, and enlarging as it ascends. But in the city, go where one will, there are three or four persons constantly breathing into his face; even second-hand air is at a premium, and it is the height of aerial epicurism to get a few whiffs of air that the country people have used and discarded. It is said that some of the Irish washerwomen in the city beg or buy the dirty water of their neighbors, wherewith to whiten their garments; but a grosser commerce than this is carried on in the matter of air.

In regard to the means of bodily exercise, the condition of a city resident is no better than in regard to air. There are but few places where a man can even give a good jump, without striking against a brick wall or a granite post, or knocking somebody over. The narrow side-walks, in addition to being encumbered with boxes and bales of goods, are crowded by throngs of men and women, interspersed here and there with a wheelbarrow, a porter's omnibus, or a baby-basket. What, worthy the name of exercise, can a man take, when he is obliged to arrest himself every ten seconds, to prevent a direct collision; when he must twist his body and contract his shoulders to avoid impinging against a passer-by, and must stoop with his head, lest either that or an awning should be carried

away? To walk through the streets of a city, without striking or being struck, is an act for which one needs to be as limber as an eel, a rope-dancer, or a party politician. It is true that one may mount a horse and ride into the country; but this exercises the horse much more than it does the rider, which, doubtless, is one of the reasons why the horse usually enjoys so much better health than his master. So, if he can afford the expense, he may "take an airing," as it is ironically called, in a carriage; but men or women who rely wholly upon a carriage for the exercise they take, will soon take it on a bier.

Through this want of opportunities and of inducements to action, bodily exercise falls into disuse and disrepute, and manual labor, under all the healthiest influences of the open sky, comes to be regarded as less reputable than in-door and sedentary occupations. With the decline of physical vigor, the natural desire for physical effort ceases; animal spirits are not generated; the body becomes flaccid, the joints loose and the blood grumous, until the only vigor or *vis* which remains is the *vis inertiae*. The offspring born of such parents inherit their feebleness. In the price-current, too, of certain classes of society, clothes are more valuable than health; and children are debarred from taking exercise, because a nice frock is worth more than a rosy cheek, and a soiled jacket is more to be deprecated than a narrow chest. Children must not be allowed to sport in the wet street or on the dewy grass, because boys and girls were made for shoes and stockings, and not shoes and stockings for boys and girls.

The natural consequence of all this is, a tendency, in cities, to a rapid deterioration of the race. The body shrinks; the limbs droop and pine; the size of the brain diminishes; the only portion of the nature whose power of endurance is increased, is the social and moral part. In most cities, at least, this portion of the man is so strengthened that it can behold the misfortunes of others without pitying them; see poverty without relieving it, and indulge a sentiment of vindictiveness against crime, without the benevolence which would save new victims from the same calamity.

The remark has long since become common-place, that if the city were not replenished from the country, it would soon die out.

But what is the preventive or remedy for this body-dwindling and mind-abolishing tendency? We answer, suspend its causes, and suffer nature to reinvest herself in her rights. As the mind is so directly dependent upon the body, give the latter more exercise. As an inseparable accompaniment of more exercise, more air will be used; for, such is our constitution, that we inevitably inhale three or four times more air, when taking vigorous exercise, than when at rest. We have rejoiced to see a considerable change, in the treatment of children in this respect, in the city of Boston, within the last eight or ten years. The schoolhouses are far better than they formerly were. Children are more in the open air. Girls are encouraged to take that admirable exercise, the trundling of the hoop, which was

once thought too hoidenish. In the competition between pelisses and frock-coats, on one side, and juvenile health and life, on the other, nature is beginning to prevail over folly and pride. The idea is becoming not uncommon, that children have some other destiny to fulfil, than to serve as moving show-frames to tailors and dress-makers.

The excellent gymnastic school kept by Mrs. Hawley for young misses, has done much towards effecting this very desirable change. The manners of this lady, as an example, her good sense as a guide, and her physiological knowledge, as an instructress, have entitled her to much more patronage than she has received. Those who have withheld their children from her, on account of the expense, will hereafter have the bill to settle with the doctors;—and that too, at an exorbitant rate of compound interest.

The spacious and commodious hall taken by Dr. Thayer, is designed to furnish opportunity for exercise to those men and lads of the city, whose occupations are sedentary. The room is elevated and well aired; the apparatus is extensive and has been scientifically constructed. The instruments are prepared respectively to exercise the different limbs, organs, and muscles of the human body;—one set being more specifically adapted to exercise the legs; another the arms, a third the chest, and so on. Here are parallel bars, horizontal and oblique; fixed and swinging climbing poles; wooden ladders, horizontal and oblique; rope ladders, do. do.; one set of weights for the flexor muscles, and another for the extensor; a boat, whose oars are drawn backwards by weights, where one can row all day, and during the severest squalls, without any danger of upsetting or drowning; a wrist-machine to strengthen the hand, wrist and fore-arm; spool-ropes, which, in addition to exercising the chest and arms, show how much harder it is to get up in the world than to slide down; the slack-swing, the ring-swing, the bar-swing; movable and immovable vaulting horses; the flying course, &c. &c.

It is a pleasure to look upon this scene when the room is well filled, the apparatus in full use, and the gymnasts passing round from one piece of the apparatus to another, to give the requisite variety to their exercises, and to allow each different part of the body to “take its turn.” It is not the vigor, the agility, or the quickness; it is not the length of the leap, nor the height of the vaulting, which alone delights us in contemplating this scene. To a reflecting mind, there is a deeper pleasure than could be derived from beholding any mere exhibition of strength, though it should equal Samson’s, or of fleetness, though it should emulate that of Mercury. We know that every leap and spring aids in renewing the substance of the body, and therefore in giving greater hilarity to the spirits, and superior vigor to the intellect. Every motion helps to construct a fortification against disease, and to render the body more impregnable against its attacks. It requires, indeed, no very strong imagination, to see the horrid forms of the diseases themselves, as they are exorcised and driven from the bodies

which were once their victims, and are compelled to seek some new tenement. Those prodigious leaps over the vaulting horse, how they kick hereditary gout out of the toes! Those swift somersets, with their quick and deep breathings, are ejecting bronchitis, asthma, and phthisic from the throat and lungs. On yonder pendant rope, consumption is hung up like a malefactor, as it is. Legions of blue devils are impaled on those parallel bars. Dyspepsy lost hold of its victim when he mounted the flying horse, and has never since been able to regain her accursed throne, and live by gnawing the vitals. There goes a flock of nervous distempers, head-ache and tic-douloureux, and St. Anthony's fire;—there they fly out of the window, seeking some stall-fed alderman or fat millionaire, or aristocratic old lady. Rheumatisms and cramps and spasms sit coiled up, and chattering, in the corners of the room, like satanic imps as they are;—the strong muscles of the athletes having shaken them off, as a lion shakes the dew-drops from his mane. Jaundice flees away to yellow the cheeks and blear the eyes of my fair young lady, reclining on ottomans in her parlor. The balancing-pole shakes lumbago out of the back and kinks out of the femoral muscles, and stitches out of the side. Pleurisy and apoplexy, and fever, and paralysis, and death, hover round; they look into the windows of this hall, but finding brain and lungs and heart all defiant of their power, they go away in quest of some lazy cit, some guzzling drone, or some bloated epicure at his late supper, to fasten their fatal fangs upon them. In the mean time, the rose blooms again on the pale cheek of the gymnast, his shrivelled skin is filled out, and his non-elastic muscles and bones rejoice anew in the vigor and buoyancy of youth.

We said above, that it required but little imagination to see these things, as if actually taking place. It requires *no* imagination to see them. They *do* take place. To the scientific eye,—to the eye that sees effects in causes,—they are as visible as flesh and blood,—as visible as the ropes and fixtures on the walls of the room itself. A place like this ought to be named the Palace of Health. It is a place where the young clerk, who has been standing behind his counter all day, and lifting nothing heavier than a yard-stick, a pair of scissors, or a pen, should come at evening, to quicken the stagnating currents of his blood; it is a place where the student who has been bending over his books from morning till night, should come to un-double his limbs and to get the folds and crimps out of his body; it is a place where the professional man, whether lawyer or clergyman, should come, to obey those laws of the physical nature, which are as certain in their rewards and penalties, and of which God is as much the Author and the Vindicator, as of any of the laws which it is their office to expound and enforce. Here let them come to be healed of their diseases, or,—what is better than healing,—to be saved from having them.

FEMALE EDUCATION.

ONE of Daniel Defoe's projects was an academy for the education of women. On the evils resulting from the want of it, he expresses his opinion in the following terms:

"A well bred woman, and well taught, furnished with the additional accomplishments of knowledge and behavior, is a creature without comparison. Her society is the emblem of sublimer enjoyments, her person is angelic, and her conversation heavenly; she is all softness and sweetness,—peace, love, wit and delight; she is every way suitable to the sublimest wish; and the man who has such a one to his portion, has nothing to do but rejoice in her and be thankful.

"On the other hand, suppose her to be the same woman, and deprived of the benefits of education, and it follows thus: If her temper be good, want of education makes her soft and easy; her wit, for want of teaching, renders her impertinent and talkative; her knowledge, for want of judgment and experience, makes her fanciful and whimsical. If her temper be bad, want of breeding makes her worse, and she grows haughty, insolent and loud. If she be passionate, want of manners makes her a termagant and a scold. If she be proud, want of discretion, (which is ill-breeding,) makes her conceited, fantastic and ridiculous."

EXTRACT FROM THE MESSAGE OF GOVERNOR FORD, OF ILLINOIS.

"THE subject of Common School education must necessarily attract your attention. It is one of the utmost importance to the well-being of the people,—the due provision for which is essential to the perpetuity of enlightened republicanism, and absolutely necessary to a proper and just administration of our democratic institutions. No system on this subject has yet been adopted, which has been satisfactory to the people; or which has been executed with efficiency in all parts of the State. But little statistical or other information of the actual operation of existing laws on this subject has yet been collected, to enable the General Assembly to legislate upon it with an enlightened judgment. Some means ought to be adopted to collect this information; and I can think of none better than the appointment, by your honorable bodies, of an agent, at once faithful and competent to the task, whose duty it should be to travel into every county, and if possible every neighborhood; and by a careful inspection and examination, collect this information for the use of the Legislature; and by lectures and every other means in his power, endeavor to impress upon the people the overwhelming importance of the education of their children. Such an agent ought to be a rare man; endowed with talents, zeal, and discretion of the highest order. Money expended on such an agency, if ably, faithfully and zealously executed, would be approved by the people, as being more for their benefit than any other appropriation whatever. And if taxed for it, they would feel that they had been taxed for a purpose of the highest utility."

EXTRACT FROM THE REPORT OF THE SCHOOL COMMITTEE
OF ROXBURY.

THE subject of *School Discipline* is one which has engaged the public attention very much of late, here and elsewhere. There is a strong and growing desire that schools should be governed with the rarest possible resort to corporal punishment. There is a feeling, that there are other practicable means of influence, which, by being studied and applied, may in a great measure and to an indefinite degree, supersede the necessity of personal chastisement. This committee participate deeply in that feeling. We have given much consideration to the subject, and are encouraged to believe, that amelioration of the school code in this respect is practicable, is now actually going on amongst us, and will still be carried much further, perhaps to the fullest extent that can be desired by any. We believe that there has been less resort to corporal punishment in our schools as a body, during the last year than in any previous year, in proportion to the number of children attending them. We have taken some pains to procure statistical information on this point, as respects the last quarter. From records kept by the teachers we learn that, in the two upper divisions of the Washington School, consisting of one hundred and thirty boys, wholly under the care of the two principal masters, there has been an average of five punishments a month for the last three months, some of them very slight and almost nominal, and some inflicted at the express demand of parents. This is not quite one quarter of the number of punishments inflicted in the same time on the same number of children, (half *girls*,) in one of the best Grammar Schools in Boston. In the Eliot School, (eighty boys,) there has been an average of one punishment a month for the last five months. In the Westerly School, numbering eighty pupils, there has been one case of punishment during the last quarter. In the Dudley, with three hundred pupils, only one. These results are encouraging as to what may be expected for the future.

In what has been said above, we refer to punishment by the rod,—flogging of some sort. In some cases, teachers, from a laudable desire to avoid that odious method, have resorted to other methods of punishment. These substitutes, designed to be milder than whipping, may not have been always judicious, though well intended. Wherever any such substituted punishments are found to be objectionable, the slightest suggestion from the committee is sufficient to prevent a repetition of them.

Particular circumstances may at times lead to an unusual degree of severity; as for instance, when a long established and popular Principal leaves a school, some of the boys, perfectly assured and resolved that they shall never be satisfied with any successor, set out to try their strength against a new Principal, with whom they are not inclined to coöperate kindly in securing the necessary order, and thus he may think it necessary to resort to the rod more frequently than will be necessary after he becomes established in his authority.

Punishment may sometimes be inflicted wrongfully, through the misapprehension or misjudgment of the teacher. This is a great misfortune. But all kinds of government are necessarily imperfect, and sometimes err, and some allowance should be made for human fallibility.

Much allowance should be made, too, for the great and peculiar trials of teachers. Their temper and patience are tried to a degree unknown, we believe, in any other situation in life. Parents, with their two or three, or half a dozen children, know nothing of it. Possibly a case may have occurred here and there of punishment inflicted unnecessarily or too severely, from a momentary giving way of patience and self-control. It would be strange and almost miraculous were it never so. We ought to know ourselves too well, to be very harsh and uncompromising in our judgment of such cases unless they are frequent. We believe that our teachers, for so numerous a body, are remarkable for self-government, whether as compared with teachers generally, or with the citizens at large, and that they endure the vexations and crosses of their position in reference to their pupils, with more equanimity and forbearance than any equal number of persons, taken at random from among our men and women, would be found to manifest in their relation as parents. We have more occasion to follow the example of school teachers in this respect, than to denounce their imperfections.

The fact that the subject of punishment in schools has been much discussed of late, and that the tide of feeling is strongly in favor of diminishing or abolishing it,—this fact, though tending ultimately to the best results, may for a time have such an effect upon the schools, as to render necessary more punishment than ever. The pupils get a vague impression, that corporal punishment is no longer to be tolerated, that the teacher will be forbidden to inflict it, will not be sustained in inflicting it, their parents, the committee, the community will not allow it,—let the teacher punish if he dare. Out of this impression grows something like a spirit of defiance, insubordination, a tentative disobedience,—and then there must be punishment indeed. The idea of immunity and independence with which some boys get indoctrinated at home and elsewhere, sometimes becomes so troublesome that it can only be removed by a personal experience of its fallacy. We have known messages from parents, verbal and written, sent to the teacher through the hands of the scholars,—messages of such a character that it is not to be wondered at, if it be found necessary that boys going to school with such ideas of liberty and equality, should be made to feel that there is an authority there which must be respected and submitted to, whatever ideas on the subject may prevail elsewhere.

We have felt bound to make these remarks in justice to our teachers. At the same time, we will express our conviction, that the amount of punishment in schools may be diminished still farther, and that in every view it is exceedingly desirable. We believe that there are resources, at the command of every

intelligent teacher, with kind disposition, firmness of character, and strong and hearty moral sympathies,—resources of a more mild, generous and elevated nature, which by being more fully developed and resorted to, will be entirely sufficient, or almost so, under ordinary circumstances, for the good government of a school, and that the time will come when the necessity for corporal chastisement will cease nearly or quite. We believe that our teachers think with us and feel with us on this subject, that with the best spirit they are applying themselves to those higher resources, and are as desirous as we are, to discover and use them and make them sufficient. But the improvement must not be hurried inordinately. It cannot be had as the fruit of any revolution. Excitement and agitation will put it back lamentably. The *power* to punish must not be taken from the teachers. If it is to be exercised less and less, as we hope, the diminution must be the free act of the teacher, availing himself of course of the advice and support of the committee. The scholars must never see that the master is not trusted, is put under restraint, and is mild by compulsion. *Forbid* the use of the rod, and some schools would be broken up. Give authority only to persons whom you can trust, but give it always, and coöperate with them in efforts to render its exercise unnecessary. Some of our teachers have already determined to inflict no more corporal punishment; others have virtually discontinued it, and are approaching a final decision to that effect; and all, we believe, are looking to that result as exceedingly desirable, and will spare no endeavors to reach it. Any teacher who shall manifest an *appetite* for the rod hereafter, and shall entertain such views of boy-nature, as to have no faith in the superiority of other influences, and no hope of dispensing more and more with the rod, any such teacher, if we have, or are to have any such, would probably be discharged from our service, by any committee that the town is likely to elect. But in order to diminish the frequency of punishment indefinitely, as we desire, and at the same time maintain good order unimpaired and improved, we must give the teacher fair play. We must maintain his authority inviolate. We must put confidence in him, and let the young see that we do. A strong reserved power is the necessary foundation and back-ground for good government, and the best guarantee of a mild administration. Fear is often the *beginning* of wisdom; to some temperaments it seems almost the only practicable beginning. Love will cast it out, but *let* love cast it out, and not think to do it by arbitrarily removing everything that can be the object of fear. Love will do it if we will give her a fair field, and not meddle with, nor attempt to force, her gentle and noiseless processes.

IRISH DUEL.—An Irish account of a duel states that one party was dreadfully wounded in the thigh, while *the other* fired into the air.

NEW YORK ACADEMIES.

WE learn from the fifty-eighth Annual Report (1845) of the Board of Regents of the State of New York, that there are in that State, *one hundred and seventy-one* academies, including the institution for the instruction of the Deaf and Dumb in the city of New York.

Reports were received from one hundred and forty-six of these institutions. In these, the whole number of students in attendance, *during the year*, was 22,782. The number in attendance at the dates of the respective reports, was, 11,802. The total amount of fixed capital, in lots, buildings, libraries, philosophical apparatus, and in other property set apart for their support, is \$1,338,088. They owe \$171,556.

The State of New York is divided into eight "senate districts." Forty thousand dollars from the Literature Fund of the State are distributed among the academies of the "senate districts,"—that is five thousand to each of the eight districts. This sum is distributed according to the number of scholars in the academies of each "senate district," who are pursuing "classical studies, or the higher branches of English Education, or both."

In addition to the above annual and standing distribution of \$40,000, the Regents were empowered, by a law of 1834, to distribute a sum, consisting of the "excess of the income of the Literature Fund, over and above the amount annually distributed to the academies." The principle of distribution, for this "excess," is different from that by which the principal sum of \$40,000 is distributed. The "excess" is distributed for the specific purpose of purchasing "books and philosophical apparatus," and on condition that the academies raise themselves, by contribution "from sources other than their own corporate property, funds equal to the amount so appropriated, to be expended in the same manner." Since the passage of the law of 1834, authorizing this conditional distribution, the Regents have granted to the academies the sum of \$27,855 20, which with the sums raised by the academies themselves, makes a total of \$55,710 40, expended for books and apparatus, under this bounty given by the State.

The total value of all the libraries belonging to the	
146 academies which have reported, is,	\$57,034
The number of volumes in academy libraries,	54,519.
The total value of all the apparatus belonging to the	
same, is	\$53,115
The annual revenue for the year 1844 was	\$249,189
The annual expenditure for the same year was	\$236,080
The number of teachers employed was	569
The number of those teachers who intend to make	
teaching a profession,	379

The vacations vary from *four to eleven* weeks. The average is about eight weeks a year.

The tuition varies from \$1 50 to \$10 a quarter; average probably a little less than \$4.

In these academies, there are used as text books, 20 different arithmetics; 10 different works on book-keeping; 13 different English grammars; 7 different dictionaries of the English language; 10 different works on elocution; 15 different geographies; 19 different spelling-books; 6 different standards of pronunciation; 58 different kinds of reading books; 13 different algebras; 16 different astronomies; 10 different works on mensuration; 4 on navigation and 4 on optics; 12 on natural philosophy; 5 on surveying; 8 on trigonometry; 9 grammars of the Greek language; 10 of the French language; 4 of the Latin, 3 of the Spanish, and 2 of the Italian; 8 different works on botany; 15 on chemistry; 5 on conchology; 7 on geology; 5 on natural history; 8 on physiology; 7 on the evidences of Christianity; 5 on ecclesiastical history; 12 on constitutional law and government; 11 on history; 5 on the history of England; 2 on the history of France; 12 on the history of the United States, &c. &c. Could Pope have meant to include a case of this sort, when he called,

“ All discord, harmony not understood.”

In an admirable address in behalf of a general system of education for the State of Georgia, delivered at Savannah, in the month of February last, by the Rev. A. Church, D. D., we find the following views expressed on the subject of the distance which children may be required to travel in order to attend school:

“ Would it be a reasonable objection to a plan of Common Schools, that most of the children would be obliged to go five or six miles each day? Would such a distance require more bodily exercise than is absolutely necessary for the health of our children? Were every child in the State who attends school, obliged to rise in the morning at sunrise, and travel six miles, would he not be benefited rather than injured; would he not be prepared for the duties of the school far better by such exercise than by the listless hours which too many spend in bed, or the too violent sports in which others engage? I apprehend the most valuable system of labor-schools which we could adopt, would be to send our children regularly to a school from four to six miles from home. Our people may be persuaded that a few miles' distance is a matter of no importance in locating the schoolhouse.”

What will those people in Massachusetts say to this, who insist upon dividing the school districts, if their children have to go a mile, or even three quarters of a mile, to school; or who petition and remonstrate, if the children are obliged to go to school *up hill*?

A FATHER was reading an account in a newspaper of a man that fell from a tree to the ground and instantly expired. A little son, who heard the story read, said, “ Father, did he die?” “ I don't know,” replied the father; “ the paper don't tell.”

THE GARDEN OF THE MIND.

A STORY FOR CHILDREN.

ONCE there was a little boy whom his father dearly loved, and wished only that he should be good and happy. His father bestowed everything upon him; but above all gifts for beauty and worth, was a garden, filled with flowers and plants of the rarest value and sweetness. When he first gave it to the boy, almost every flower was in bud, and some seeds were planted which had not yet sprung up. Over all he told him he must carefully watch, and be sure to keep the ground clear of weeds, and never forget that it depended upon himself alone whether the rare flowers withered or luxuriantly flourished. The kindness of the father to his little child did not end here. He was so very, very mindful of his happiness, and so very desirous that he should have every aid, that he gave him a companion, who should be ever near him and help him watch over the beautiful garden. This friend the father taught to remind his little son, whenever he grew inattentive to his flowers, and to check him gently whenever he did anything wrong in his garden, and bring him back to himself. And, said he, never let him forget, that I am his tender father, and shall love him so long as he respects you, and will listen gladly and patiently to your rebukes; for you are to represent me. And, my son, he said to the little boy, never close your ear to the voice of this friend, for if you heed his advice, he will be a shield to you against all foes and troubles, and keep the remembrance of me fresh in your heart. It is quite necessary that you should be at peace with him, or he will grow inactive and silent, and give you no aid in preserving alive and bright these beautiful plants which, when in bloom, will yield you exquisite delight, and fill the air with fragrance.

The little boy went into his garden with his friend. On his entrance he was first attracted by a spotless lily, half unfolded. Its delicacy and unsullied hue, with its aromatic perfume filled his little heart. While he was in its atmosphere, it seemed to him joy enough. And what is it now that throws such lovely serenity over his cherub countenance? Ah! it is the beauty of that dove which is nestling among the lilies! His friend whispered while he gazed: "This perhaps is the most valuable of all the flowers. It is the chosen home, you see, of the dove; but it is also most susceptible of injury. If one speck darkens its fair leaves, it is difficult to keep it alive. Your first care ought to be every morning to see that it is untarnished. For, if it withers through neglect, you will take no real pleasure in your garden, though it may be crowded with gorgeous fruits and blossoms. And your father would sorrow most over the death of this; for he would feel that his little son had lost his sweetest flower, and therefore never would be truly happy. But if you do not attend to my warning, I shall soon cease to warn you, though I cannot separate myself from you, and my presence, if not a pleasure, will be a painful reproach."

Now we will leave him for several years, and then look again at his garden. Alas! alas! what a wild scene. Where is the spotless lily? how has the single-leaved calla fallen from its lofty stem! Noxious weeds overrun the whole enclosure. The sensitive plant shrinks not at the touch. It is no longer sensitive. "Love" indeed "lies bleeding." The rose has lost its sweetness and offers a thorn at our approach. The violet is trodden down; there is no heart's-ease, for this was nourished by the life of all the rest, and where are they? And where is the poor little boy's friend? He stands aloof, sad and neglected, and seldom now offers a restraining hand. He receives contempt instead of homage. Yet here is not perfect desolation. There are still left some splendid plants, though they are far less vigorous than they might be. What a magnificent gift were these! How sad to see them with any yellow leaves! Yet how can they grow healthily amid such a profusion of weeds?

Look at that tender father's son. How distrustful and anxious is the expression of his countenance. No wonder! He not only has neglected his own garden; but in his miserable uneasiness tries to injure the gardens all around which belong to his brothers and sisters. As he can find no pleasure in such a disorderly place as the once charming spot we looked upon when he was so happy in the presence of his lily, and when the dove was sheltered by his love, he vents his vexation and misery upon all that is about him, instead of clearing away his own rubbish. He is rather vain of those magnificent flowers, which are still struggling to live amidst decay; but he does not keep in mind that it is from no care or interest of his that they look so well as they do. They are more sturdy in their nature, and do not so easily wither; yet I shall not wonder if even they lose their brilliancy in such a scene as this. And he even shamefully abuses these sometimes and will not gather half their fruits. When he does not gather them, they hang useless on the boughs, and one would sometimes think he did not possess them. Then, strange and sad to say, his taste is so perverted that he seems to enjoy cultivating all the poisonous shrubbery that has destroyed the past beauty of his father's munificent gift! He cannot prevent himself from feeling wretchedly sometimes, however, when he returns from training the deadly ivy, and this too because of the reproachful glance of his neglected friend, to whom he cannot but look at times, as he is too faithful to leave him. The little dove I see no longer; for where is its home among the lilies? Hidden by the gathering weeds.

Oh how sad! It is a sight over which "angels might weep." But let not the precious moments be wasted in vain regret. Arise, little boy, and resolutely begin to tear up and clear away this blighting growth of all that is pernicious. Have you forgotten that your garden was a *gift* from that tender father, who so loved and still loves you,—though you must hate your past self, —given for your happiness; and do you understand how great is your ingratitude in suffering it to waste? After every sepa-

rate exertion you make to restore its primeval beauty, you will see a cloud lifted from the face of your despised and unheeded friend, who now stands aloof, and seems dull and unmindful, and with whom you are so unwilling to be alone. Have you forgotten that he represents your *father*, who, in his exceeding kindness, bestowed him as an aid and a guard! Dear child, men as well as angels weep for you. How can we but pity our unfortunate little brother. What would we not do to restore the serenity that once beamed from your infant brow, as the light from the lofty calla, now lying in the dust! But dear little brother, it is yourself alone that are able to do this. Remember that the principle of life in the soil of this spot is immortal, for this garden is your own soul, and *something* must and will grow there. Do not stand by and suffer all these vile weeds to absorb the rich moisture of your garden. Perhaps some seeds, which, in his unbounded benevolence, your father planted, have never had room to spring into life. Will you not clear a space for them? Not all his children have been gifted so munificently; but check your presumption if you think you may pride yourself upon this. It is but a heavier responsibility. A greater sin lies at your account, if you boast of what you heed not, and what is not yours to despise and neglect. It is distressing to all who attend carefully to their flowers and appreciate their worth, and are vivified by their fragrance, to see such a garden as yours might be made, in such a state as this. It is heart-rending to see the immortal plants which, like the amaranth, live forever, drooping for want of care.—“We have taken the part of his neglected friend and whispered warning and encouragement to his humbled heart. Now we will leave the tangled and confused garden of our little brother, with the hope and trust that, in a few more years, when we again look, the lily, flower of innocence, will have raised its stately head; that the violet, the emblem of modesty, will have ventured to unfold again its sweet bell; the sensitive plant become sensitive; that moss will cover the thorn of the rose, so that it may not wound; that the dove will again nestle among lilies, and the *heart's-ease* flourish like the green bay-tree.”

Then his angel friend, whose name is CONSCIENCE, will not stand aside with drooping wing, but will point to every withering leaf or flower, and the tears of that little boy's repentance shall fall upon them like rain from the clouds of heaven to restore their beauty and fragrance.

MR. WILLIAM M'GEORGE, Principal of the “Dutchess County Academy,” at Poughkeepsie, New York, gives the following account of the manner in which he teaches spelling:

“Suppose I find fourteen students or so, of nearly the same age and attainments, at their seats. I bring them all together, and appoint one of them to take a book and read from it very distinctly, and so slowly that the other thirteen can write the words down on their slates, as they are announced by the

reader. When about one hundred words or so have thus been read off, and written down, the reader stops, lays down his book, and goes to the head boy, who puts his slate upon the reader's hands, and the second boy lays his on the top of the first boy's slate, and the third boy lays his on the second's, and so on,—the reader going round the whole class, and the slate of the lowest boy is laid on the top of the whole. The reader now returns to the first boy, who takes off the bottom or lowest boy's slate. The second boy takes off the second lowest boy's slate, and so on until the bottom boy gets the highest boy's slate, and each one has his neighbor's and not his own. The reader now returns to his seat, takes up his book, and spells deliberately and slowly every word he previously gave out, naming all the punctuation points and the capitals, as they occur. Meanwhile, each boy is busy on his neighbor's work, marking all the errors in spelling, punctuation, capitals, and writing. When this has been finished, the reader again lays down the book, and by a process the same as before, restores to every boy his own slate, having a line drawn under each error, and under the line a figure to tell the number of the error, and at the bottom of the whole the number of all the errors, and the name of the critic. The reader again returns to his seat, and calls on all those who have no errors, to stand up. On their doing this, those who have errors go below them and take their seats. The reader then calls on all those who have only one error to stand up. On their doing this, those who have more errors than one go below them. These calls are continued until they have all taken their seats according to their errors. The reader now produces his merit-roll, and beginning at the head student, places the number of each student's errors on the same line with his name. Lastly, I myself take a pencil and paper, and going round the class, I take down the name of every student who has been culpably careless in his spelling or writing, and keep him in to spell his lesson over again after the others have gone home. The reader then appoints a new lesson, and sends his class in a quiet and orderly manner to their seats. Next day the same class comes up in the same way, and at the same time, and the reader of to-day takes his seat at the bottom. When he has wrought his way up to the head, he becomes the reader again. He who gained the highest place to-day becomes the reader to-morrow, and so on,—giving each one in the class a chance to gain the honor and distinction of being the teacher and governor of his class. This, you see, may be styled the self-spelling machine, and I can assure you that it works admirably. Allow me, therefore, to point out to you some of the benefits of such a plan. In the first place, it keeps all busy, and consequently prevents much of that unhappiness and mischief which are found in most schools from the scholars' not always having some useful and pleasant thing to do. It makes it easier for the teacher to keep order among those who are not in the class he is teaching himself, for *the busy* have no time for fun and nonsense. It improves the scholars in writing. Our rule was to mark every letter as an

error, which was so shaped that, if standing by itself, it could not at once be named. This rule soon made them beautiful and legible writers, and rapid also; for a class could spell about one hundred words, criticise them and return to their seats again within the space of thirty minutes. It also teaches them obedience. Each student was so anxious to gain the head, so as to teach the next day, or so afraid of being marked by me, that I have seen students, thirteen or fourteen years old, crying, on being put down two or three by their teacher. We had several children, only nine or ten years old, who kept better order when it came to their turn to teach in such classes, than any salaried teacher in the school. There were generally so much ardor and enthusiasm in the classes, that the greatest punishment I could inflict upon a boy was to take him out from his class, and send him to his seat. Few of their games out of doors were more pleasant and exciting to them than their spelling classes. When spelling can be so pleasantly and so cheaply taught, is it not a pity that any one should leave school a bad speller, or a slow and indistinct writer? I do not approve of the Lancasterian system of teaching; but scholars can be used to great advantage in teaching such things as spelling, and in aiding classes to prepare to recite to the other teachers. In my schools every boy looks upon himself as a teacher, and as one whose duty it is to keep everything as it should be."

We heartily coincide with the following views, on the value of *composition*, as expressed by Mr. J. R. Boyd, Principal of the "Black River Literary and Religious Institute," New York:

"There is, if we mistake not, too great pains employed to facilitate the *acquisition* of ideas, and too little to instruct the scholar in the *appropriate written expression* of those ideas. Hence our academies and higher seminaries send forth many good mathematicians and good linguists, but *poor writers*. How many college graduates there are, who drop their pen as soon as they have completed their commencement speech, and do not take it up again except perhaps to draw up a declaration, or to write a prescription,—seldom, if ever, to enlighten the public mind, through the press, or the lecture. This ought not so to be. The number of those who receive the benefit of a liberal education is comparatively small, and the less favored class have a claim upon the stores of knowledge which these few have been enabled to acquire. It is but a just return which our country should receive at the hands of its liberally educated young men, thus to diffuse the light which they have received in her cherished institutions. The young man who has passed through the academy and college, and become the linguist, mathematician, philosopher, and chemist, ought to instruct others in the principles of language, numerical computations, and laws of the physical world. But it is evident that this is not generally done, and one reason, and perhaps the chief one, is, that they have not familiarized themselves with the practice of composition.

"Candidates for college have hurried along through their pre-

paratory studies, arriving at nothing else but an ability to pass an examination in their Latin, their Greek and their mathematics, *because no other test of their scholarship is required*. At college, the art of writing receives more attention; they are required at stated times to present specimens of original composition. But the greater part of them make it a matter of inferior consideration, and but few graduate either ready or finished writers. They do not write enough to acquire the *habit* of expressing their thoughts upon paper, and are hence unqualified, in a great measure, to render their knowledge serviceable to others.

"Now we consider that the remedy for these evils lies in the thorough training of the youth in our academies, in the exercise of composition,—*giving to it equal prominence with other branches of study*. Instead of requiring compositions from scholars once in two or three weeks, and limiting our instructions simply to the correction of errors in their productions, we would set apart a portion of each day exclusively for teaching the art of English composition, either by recitations from a text-book, exercises on a black-board, or by the reading and correction of the written productions of the scholars. This is the course we are now pursuing in our own institution, and with encouraging success.

"As we before said, we think this branch of education deserving all the prominence we have given it. The end aimed at *directly* is the *appropriate expression of thought in written language*. This, of itself, includes a good deal. But in arriving at this, there are *many other and important ends gained* by the pupil. He is led to *think*,—ideas suggest themselves more readily,—the faculty of association is brought into exercise,—indeed, all the faculties of the mind are disciplined and strengthened. He finds out what and how much he knows. Correctness in orthography, punctuation, and use of capitals, and penmanship are attained. The accomplishment of all these ends is vastly desirable, and we know of no method in which they can be so surely reached as through the *daily exercise of composition*."

It is as remarkable, as it is a creditable and auspicious fact to our country, that the number of medical students who resort to our seminaries of learning, far surpass the aggregate number who are thus educated throughout the dense population of all the European States. Indeed, there are now in attendance at the medical department of the New York University more candidates for the Doctorate than at any institution in Europe, excepting Paris, and perhaps, also, the school at Berlin. Hence it is sufficiently apparent that quackery must prevail to a far greater extent in the arbitrary governments of the Old World than in the young and unshackled Republic of the United States. Observation also shows this to be true.

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